

The 1st INTERNATIONAL CONFERENCE of the JOURNAL [SCUOLA DEMOCRATICA](#) will be hosted at the [University of Cagliari](#) (Italy), **June 6 through 8, 2019**, by Scuola Democratica, [Centro Interuniversitario per la Ricerca Didattica](#) (University of Cagliari and University of Sassari), [Il Mulino Editore](#).

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» ([check Keynote speakers list](#)). Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidences to educational policies.

We invite you to submit abstracts for your presentation at the **Special track session**:

C.01. Geo-politics of educational policies and neoliberal worldwide hegemony. For a critical space in the sociology of education of Southern Europe and Latin America

Multilingual panel (Italian, French, Spanish, Portuguese, English)

Convenors: Filippo Pirone (Université de Bordeaux, filippo.pirone@u-bordeaux.fr)

Marco Pitzalis (Università di Cagliari, pitzalis@unica.it)

Leopoldo Cabrera (Universidad de La Laguna, lcabre@ull.es)

Leonor Lima (Universidade do Minho, leonort@ie.uminho.pt)

Keywords: Educational policies; Neoliberal hegemony; Critical sociology; Southern Europe and Latin America.

Since the 1950s, international agencies involved in the construction of a global educational discourse (primarily UNESCO and the OECD) carried out an epistemic work aimed at leading the process of changing educational systems.

This role has become pivotal since the beginning of the nineties, when there has been a clear emergence of a paradigm shift in global policies. In fact, the dominant paradigm until the end of the seventies was centred on the democratic reform of educational institutions. This paradigm put in crisis, first, by neoliberal policies in the UK and the US at the turn of 1980s, became out-dated since the publication of the first volume of *Education at a Glance* (OECD, 1992), here the expert discourse was bent towards new languages and new policy objectives: efficiency and effectiveness became the main objective to be achieved and the notion of benchmark was introduced as a "measure" of normality within a set of incommensurable differences. This research report aimed at "demonstrating" that the Anglo-Saxon model based on school autonomy and management would be more efficient and effective than the central-bureaucratic model of the continental traditions, such as France and Italy. From that moment, the comparison and classification of school systems are based on evaluation criteria (PISA, PIRLS) designed on an ideal type model of "Anglo-Saxon" and "neoliberal" educational system and student, which put, for example, the focal point of the educational discourse on the acquisition of transversal skills, such as the critical thinking or creativity (Ananiadou & Claro 2009). Moreover, this postulation is at the basis of the epistemic production carried out over the last three decades, which is strongly aimed at anticipating and influencing European and Latin American education and training policies and their kaleidoscopic national translations.

Skills assessments, country-reports, international comparisons are just some of the many discursive and technical "dispositifs" which are challenging the representations of the ways of "doing school" typical of the European-continental models and of their historical organization (and of the Latin

American regions that recognize themselves in this model).

Ultimately, the epistemic production that accompanied the reforms initiated in these areas since the nineties is based on the opposition between the model centred on the state guide – to which they were traditionally accustomed – and the Anglo-American model based on local autonomy. In this way, global educational policies unconditionally become a space of global geopolitical conflict on and through which the economic, military, cultural, epistemic and political hegemony of the Anglophone countries is exercised.

The panel invites authors to propose communications whose objective is an epistemological and / or empirical discussion around the process of globalization of educational policies described above. In so far as the latter appears to deeply influence not only political decisions, but also educational practices and ideas at national and regional level, the panel is intended to offer the opportunity to discuss both reception processes of “global” policies and their effects, especially within educational contexts whose tradition does not historically and culturally correspond to this implicitly imposed normativity.

The authors are invited to propose a communication that explores the problem at the macro-sociological level (educational policies, educational markets, production of inequalities, hierarchy of systems) and / or microsociology (class practices, according to the social class; evaluation practices of school performance, co-construction of inequalities) and / or mesosociology (what is the evolution of the "school form", of the curricula and of the pedagogical and educational "dispositifs"?).

The panel also wants to be an opportunity to develop a space of critical discussion around the domination relationships in the field of scientific production (in this case sociological), where the Anglo-Saxon literature holds a hegemonic position of "gatekeeping", to the detriment of the other types of literature, such as those of Neolatin origin.

ABSTRACTS SUBMISSION

HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should to be edited in the **template form** ([click to download](#)) and then submitted via the [submission platform](#).

Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the [submission platform](#) and they are going to reject all the abstracts sent to their e-mail addresses.

Abstracts should include:

1. Title (limited to 20 words in UPPER CASE);
2. author's name and surname, institution and email address;
3. five keywords;
4. abstract's text (limited to 500 words).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third ...*n*th... submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give only **1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the [template form](#).
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:

- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the [template form](#). For a complete listing of track session please [click here](#).
- Abstract layout in the [template form](#) has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

SCIENTIFIC COMMITTEE

Anna Maria Ajello / Università di Roma "La Sapienza"
 Gianluca Argentin / Università Cattolica del Sacro Cuore
 Massimo Baldacci / Università degli Studi di Urbino "Carlo Bo"
 Magali Ballatore / ESPE d'Aix-Marseille Université
 Carlo Barone / Sciences Po – Université Sorbonne Paris Cité
 Luciano Benadusi / Università di Roma "La Sapienza"
 Rodríguez Leopoldo José Cabrera / Universidad de La Laguna, Tenerife
 Vittorio Campione / Fondazione ASTRID
 Alessandro Cavalli / Università di Pavia
 Daniele Checchi / Università degli Studi di Milano
 Maddalena Colombo / Università Cattolica del Sacro Cuore
 Filippo Dettori / Università di Sassari
 Orazio Giancola / Università di Roma "La Sapienza"
 Paolo Landri / CNR-IRPPS
 Bruno Losito / Università degli Studi di Roma Tre
 Andrea Maccarini / Università di Padova
 Denis Meuret / Université de Bourgogne, Dijon
 Marcella Milana / Università degli Studi di Verona
 Roberto Moscati / Università degli Studi di Milano Bicocca
 Donatella Palomba / Università di Roma, Tor Vergata
 Filippo Pirone / Université Paris 8
 Marco Pitzalis / Università degli Studi di Cagliari
 Simonetta Polenghi / Università Cattolica del Sacro Cuore
 Maria Polo / Università degli Studi di Cagliari
 Mariano Porcu / Università degli Studi di Cagliari
 Fabio Pruneri / Università di Sassari
 Luisa Ribolzi / Università di Genova
 Luca Salmieri / Università di Roma "La Sapienza"
 Loredana Sciolla / Università degli Studi di Torino
 Roberto Serpieri / Università di Napoli "Federico II"
 Agnès van Zanten / Sciences Po – Université Sorbonne Paris Cité
 Assunta Viteritti / Università di Roma "La Sapienza"
 Simonetta Ulivieri / Università di Firenze

ORGANIZING COMMITTEE

Antonietta De Feo / Università degli Studi "Roma 3"
 Domenico Lovecchio / Associazione "Per Scuola Democratica"
 Gabriele Pinna / Università di Cagliari
 Leonardo Piromalli / Università di Roma "La Sapienza"
 Marco Romito / Università degli Studi di Milano Bicocca
 Luca Salmieri / Università di Roma "La Sapienza"

CONFERENCE PARTNERS

